

# New York State School Report Card Comprehensive Information Report

BEDS Code: 26-05-01-06-0013

Grade Range : 6-12

Name: Odyssey School

Principal: Susan Meier

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	107	115	112
Ungraded Elementary	0	0	0
Seventh	116	113	114
Eighth	94	112	114
Ninth	108	98	114
Tenth	99	105	110
Eleventh	93	93	103
Twelfth	103	85	90
Ungraded Secondary	2	3	0
Total K-12 Enrollment	722	724	757

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	23	3.2%	25	3.5%	27	3.6%
Black (Not Hispanic)	13	1.8%	12	1.7%	16	2.1%
Hispanic	20	2.8%	19	2.6%	24	3.2%
White (Not Hispanic)	666	92.2%	668	92.3%	690	91.1%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	12	40	38
Mathematics Grade 8	21	21	20
Science Grade 8	0	22	26
Social Studies Grade 8	0	38	38
English Grade 10	0	20	29
Mathematics Grade 10	21	21	25
Science Grade 10	27	23	0
Social Studies Grade 10	25	20	28

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.1%	0	0.0%
Eligible for Free Lunch	17	2.4%	45	6.2%	49	6.5%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.0%		94.1%		95.1%
Student Suspensions	34	4.9%	42	5.8%	54	7.5%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.9%	5.0%	5.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	93%	96%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	59
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	78	55	71%	66	46	70%	76	63	83%
Students with Disabilities	10	4	40%	5	4	80%	7	1	14%
All Students	88	59	67%	71	50	70%	83	64	77%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	39	32	2	0	4	6
Percent	47%	39%	2%	0%	5%	7%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
7	1	0	7

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			3		3	
	Entered GED Program*			6		9	
	Total Noncompleters			9		12	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		2	
	Total Noncompleters			0		2	
All Students	Dropped Out	6	1.5%	3	0.8%	3	0.7%
	Entered GED Program*	5	1.2%	6	1.6%	11	2.6%
	Total Noncompleters	11	2.7%	9	2.4%	14	3.4%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	30	80%	17	94%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	80	69%	35	94%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	1	#	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	2	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	94%	3	#	2	#
Science	3	#	2	#	3	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	3	#	0	0%	2	#
U.S. Hist & Gov't	1	#	2	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	79	85	99	6	14	15
Number Scoring 55–100	78	83	97	6	12	14
Number Scoring 65–100	76	68	91	5	4	11
Number Scoring 85–100	32	40	39	2	0	3
Percentage of Tested Scoring 55–100	99%	98%	98%	100%	86%	93%
Percentage of Tested Scoring 65–100	96%	80%	92%	83%	29%	73%
Percentage of Tested Scoring 85–100	41%	47%	39%	33%	0%	20%
<b>Mathematics A</b>						
Number Tested	0	116	160	0	19	20
Number Scoring 55–100	0	85	142	0	9	17
Number Scoring 65–100	0	68	124	0	5	15
Number Scoring 85–100	0	13	26	0	1	1
Percentage of Tested Scoring 55–100	0%	73%	89%	0%	47%	85%
Percentage of Tested Scoring 65–100	0%	59%	78%	0%	26%	75%
Percentage of Tested Scoring 85–100	0%	11%	16%	0%	5%	5%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	60	0	0	6
Number Scoring 55–100	0	0	30	0	0	2
Number Scoring 65–100	0	0	13	0	0	2
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	50%	0%	0%	33%
Percentage of Tested Scoring 65–100	0%	0%	22%	0%	0%	33%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	97	106	111	18	18	14
Number Scoring 55–100	94	101	109	16	18	14
Number Scoring 65–100	91	95	108	13	18	13
Number Scoring 85–100	52	31	66	0	2	6
Percentage of Tested Scoring 55–100	97%	95%	98%	89%	100%	100%
Percentage of Tested Scoring 65–100	94%	90%	97%	72%	100%	93%
Percentage of Tested Scoring 85–100	54%	29%	59%	0%	11%	43%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	80	85	97	8	13	14
Number Scoring 55–100	79	83	96	7	11	13
Number Scoring 65–100	74	72	95	6	5	13
Number Scoring 85–100	49	36	52	3	0	2
Percentage of Tested Scoring 55–100	99%	98%	99%	88%	85%	93%
Percentage of Tested Scoring 65–100	93%	85%	98%	75%	38%	93%
Percentage of Tested Scoring 85–100	61%	42%	54%	38%	0%	14%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	89	158	148	13	24	21
Number Scoring 55–100	89	158	147	13	24	21
Number Scoring 65–100	89	156	140	13	24	19
Number Scoring 85–100	32	59	49	1	1	2
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	99%	95%	100%	100%	90%
Percentage of Tested Scoring 85–100	36%	37%	33%	8%	4%	10%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	105	70	87	15	7	11
Number Scoring 55–100	97	68	84	13	7	9
Number Scoring 65–100	86	68	82	10	7	9
Number Scoring 85–100	16	21	41	0	0	4
Percentage of Tested Scoring 55–100	92%	97%	97%	87%	100%	82%
Percentage of Tested Scoring 65–100	82%	97%	94%	67%	100%	82%
Percentage of Tested Scoring 85–100	15%	30%	47%	0%	0%	36%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		39	84		1	7
Number Scoring 55–100		37	65		#	4
Number Scoring 65–100		29	48		#	2
Number Scoring 85–100		4	2		#	0
Percentage of Tested Scoring 55–100		95%	77%		#	57%
Percentage of Tested Scoring 65–100		74%	57%		#	29%
Percentage of Tested Scoring 85–100		10%	2%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.  
(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	21	24	19	0	1	2
Number Scoring 55–100	20	22	19	0	#	#
Number Scoring 65–100	20	19	18	0	#	#
Number Scoring 85–100	3	1	5	0	#	#
Percentage of Tested Scoring 55–100	95%	92%	100%	0%	#	#
Percentage of Tested Scoring 65–100	95%	79%	95%	0%	#	#
Percentage of Tested Scoring 85–100	14%	4%	26%	0%	#	#
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	42	41	52	0	3	1
Number Scoring 55–100	42	40	52	0	#	#
Number Scoring 65–100	41	37	51	0	#	#
Number Scoring 85–100	19	15	22	0	#	#
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	#	#
Percentage of Tested Scoring 65–100	98%	90%	98%	0%	#	#
Percentage of Tested Scoring 85–100	45%	37%	42%	0%	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	114	15	3	7	1	1
Number Scoring 55–100	101	10	#	5	#	#
Number Scoring 65–100	90	6	#	4	#	#
Number Scoring 85–100	22	1	#	0	#	#
Percentage of Tested Scoring 55–100	89%	67%	#	71%	#	#
Percentage of Tested Scoring 65–100	79%	40%	#	57%	#	#
Percentage of Tested Scoring 85–100	19%	7%	#	0%	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	57	59	22	9	0	1
Number Scoring 55–100	44	36	13	5	0	#
Number Scoring 65–100	37	28	11	5	0	#
Number Scoring 85–100	10	10	2	1	0	#
Percentage of Tested Scoring 55–100	77%	61%	59%	56%	0%	#
Percentage of Tested Scoring 65–100	65%	47%	50%	56%	0%	#
Percentage of Tested Scoring 85–100	18%	17%	9%	11%	0%	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	28	96%	22	100%	0	0%
Students with Disabilities	7	100%	13	100%	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	96	0%	10%	69%	21%
	Students with Disabilities	14	0%	21%	79%	0%
	All Students	110	0%	12%	70%	18%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	75	75	75	6	6	6	81	81	81
Number Scoring 55–64	1	7	0	3	3	0	4	10	0
Number Scoring 65–84	25	29	36	3	2	6	28	31	42
Number Scoring 85–100	49	36	38	0	0	0	49	36	38
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)